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Journal of EDUCATION

BOSTON, MASS.
Vol. CIII, No. 23

June 10, 1926

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Mary McSkimmon, President

IT IS no reflection on past presidents of the National Education Association to refer to the achievement of the president of the year 1926, for she has a different association to preside over, thanks to the brilliant service of her predecessors. What the Association is in 1926 is chiefly the realization of the vision of headquarters and presidential administrations under the reorganization.

This year was made for Mary McSkimmon as much as her rare talent was made for this year. There has been no occasion for special administrative skill as in the case of Miss Jones. The administration problems had been solved. Headquarters had been remade along new lines. Vital new departments had been created, experts had been selected to meet new requirements; finances had developed, so that salaries more nearly adequate could be provided; and President Newlon turned over to Miss McSkimmon conditions which placed no administrative problems other than to say "No" at a few critical junctures and "Go" at a few others, so that her matchless thought and wonderful power of expression with pen and voice have been free to make her administration unprecedented in noble inspirational messages.

Miss McSkimmon will have the greatest program ever presented to any summer or winter educational meeting in the New World. The general theme of the program will be "The Challenge of Childhood to the Teachers of America." There will be twice as many speakers, twice as many subjects. Ten times as many men and women have tried "to sell themselves" to the program as ever before. *Some record* the Philadelphia meeting will make.

The editor of the Journal of Education will be at the Benjamin Franklin Hotel, Philadelphia, June 27 to July 2.

Cushing Academy

"CUSHING of Ashburnham" is one of the few traditional New England co-education academies that has broadcasted the message of its founders without once experiencing "static," and this has been due to the scientific estimate of New England wave-lengths by Dr. Hervey Sumner Cowell, whose amplifier has dodged electric equilibrium for thirty-nine years.

No other New England educational leader has been principal of two New Hampshire academies twelve years, and of a Massachusetts academy, from which he will retire on September 1, for thirty-nine years.

At Ashburnham (Mass.) he has transformed an enrollment of near-by students to a student body representing half the states of the Union and many foreign countries. Four thousand young people have come under his direction at Cushing Academy. More than thirteen hundred have graduated, and more than seven hundred have gone to college.

Dr. Cowell is "the first citizen," as the phrase goes, of Ashburnham, one of the eminent citizens of Worcester County, a leader in the Congregational denomination of New England and in great demand as an effective speaker on educational, religious, fraternal and civic occasions. What Charles W. Eliot is in the university world Hervey Sumner Cowell is in the secondary school field.

We appreciate Cushing Academy and its eminent principal because it was our privilege to serve on its Board of Trustees for several years, and the recollection of the associations of those years are among the treasures of memory.

James Wilson Vose, who succeeds Dr. Cowell, is son of James E. Vose, who was principal of Cushing Academy, 1879-1887, is a graduate of the Academy and Williams College. By inheritance, scholastic equipment and experience Mr. Vose has unprecedented qualifications as the successor of Dr. Cowell at Cushing Academy.

Harvard Freshmen

A STUDY of the source of supply of 933 freshmen of Harvard in 1925 is interesting. There was an increase of 270 in ten years. Massachusetts supplied 517 of the 933, more than half. The increase of 270 is about equally divided between public high schools and private preparatory schools. The Boston Latin School is the leading high school, increased from 49 to 96, while Phillips-Exeter, the leading preparatory school, increased from 34 to 63. There are 832 schools in the United States that have sent students to Harvard in the last ten years. The states that have sent no freshmen to Harvard in ten years are Nevada, Wyoming and Kansas.

Children of Christians, Arabs, and Jews in Palestine are all to share in benefits of the $50,000 of the Playground Fund provided by Mrs. Bertha V. Guggenheimer, of Lynchburg, Virginia.

High School Boys

HIGH School boys are the best of campaigners. In Denver, at the Business Men's Club, a high school senior made a remarkable address on the importance of saving the forests. In Newton, Massachusetts, in a campaign to raise a million-and-a-half dollars for the enlargement of the present plant and the provision of a maintenance fund the most effective address at the banquet, with a thousand citizens present, was by a high school senior, who thrilled the audience with an appeal of much greater force than that of any of the traditional compaigners. He marshaled his facts more compellingly than did any lawyer, clergymen or business man.

Edward Bok has established and endowed a Woodrow Wilson professorship of English literature at Princeton University. There are several reasons why this offer and its acceptance by the University has unusual significance.

Light Saving in Cleveland

LIGHT saving has become an important mission of the schools and Cleveland, R. G. Jones, superintendent, has taken the lead in promoting the solution of the problems involved, and an account of the method and achievements has been presented in a pamphlet, prepared by Misses Helen J. Coffin and Olive S. Peck, published by the city Board of Education. So much of this work has been pioneered in Cleveland that this bulletin is of great value. It will be sent, postpaid, for one dollar, to anyone interested in this problem.

The Carnegie Foundation for the Advancement of Teaching made a clean net profit last year of $550,000 by refunding United States Steel Corporation Bonds, costing $5,500,000, for cash, making a clean gain of $550,000. Good business management.

Smith College seniors give a decided preference for teaching as a life work.

Selling the Public Schools to the Public

By A. E. WINSHIP

WE ARE confident that we are on the eve of the greatest educational awakening that any one now active in educational affairs has ever known, and we think it must begin, as the great achievements of Horace Mann began ninety years ago, by selling the public schools to the public.

We have hesitated to believe that the public school is not adequately sold to the public today, but, be that as it may in the abstract, there can be no question but that a large part of the people are not keenly appreciative of the service the public schools are rendering.

There is one demonstration of lack of this appreciation that leaves no chance to doubt the absence of genuine universal appreciation of the value of public schools. The opposition to the Child Labor law in the Legislature was pathetic. It was comparatively easy to have Congress provide a Child Labor law. Congressmen were easily influenced by the representation that labor was unanimously in favor of such legislation; that all women's organizations favored it; that the churches were deeply interested; that all welfare organizations favored it; and there seemed to be no organized movement against it.

The champions of Child Labor legislation claimed that the employers of child labor, selfishly interested, were the only opponents, and we were content to appeal to the prejudice against the moneyed power, expecting a great uprising in righteous indignation. But when the acceptance of the law by the state legistures was voted upon the well-nigh universal indifference was appalling. There is but one interpretation to this, namely, the public does not consider it important that other people's children go to school if there is anything profitable for them to do if they don't go to school. There are several other almost equally tragic demonstrations of public indifference to public schools when it comes to saving taxpayers' money on the one hand, or ignoring public schools on the other.

There is only one explanation. The champions of the public schools have not sold the public schools specifically to the selfish people at the top or at the bottom, to those who want to save money, or to those who want children to earn money. There is no greater problem in America today than to sell the public schools to the public. Nothing is easier than to do this when we appreciate its importance. Wherever and whenever it has been attempted the result is almost miraculous.

In North Dakota two years ago, in ten days the teachers, the preachers, the fathers and mothers of the state buried beyond resurrection a vicious referendum proposition upon which a vast sum of money had been expended, which had captured political leaders and various organizations. The public schools and public educational institutions were sold to the people in ten days following four days of organized preparation.

In North Carolina, in the dawn of the twentieth century, Governor Aycock, Walter Hines Page, Edwin A. Alderman, Philander P. Claxton, J. Y. Joiner, and other educational leaders sold the public schools to the public by appealing to the people in city and country year after year, and since the boys who were enlisted in that crusade have become voters and leaders of voters no one has been a candidate for nomination on any state ticket who has whined about taxes for schools.

There was never greater need of selling the public schools to the public than there is today.

The traditional and self-interested opponents and critics of the public schools never slumber nor sleep. At the top there is limitless wealth ready to limit expenditures for the schools; at the bottom there are limitless votes of those who are glad to have their children exploited for the dollars they bring to the family income; and sandwiched between the bottom and the top are scheming traditionalists whose prejudices are terrific.

Unless we, all of us, are ready for an extensive crusade to sell the public schools to the public we have no right to blame those who make skilful appeals to selfishness and traditionalism.

We have a hard time in this country to steer between the hard-boiled militarist on the one hand and the half-baked pacifist on the other.

—Augustus O. Thomas

The Revolt Against Education

By GLENN FRANK

A HUNDRED or more years ago the outlines of a college education were simple. In the centuries immediately preceding knowledge had not increased at a pace so rapid but that educators could digest, interpret, and relate to previous knowledge the new knowledge as it appeared. But with the nineteenth century the invigorating winds of a new critical and scientific spirit began to blow across the world. The scientific world began hunting, blasting, boring, probing, boiling, cooking and dissecting. Men, animated by the itch to know, began to dig up, at a disconcerting rate, all sorts of new facts and new knowledge. Before long it became apparent that the new knowledge was coming too fast to be digested and fitted intelligently into any educational scheme.

Confronted with new facts and new knowledge growing at a speed that outstripped the possibility of prompt correlation at the time, the educational world adopted as its fundamental method of handling knowledge the method that was producing knowledge, namely, specialization. Few will dispute that the primacy of the principle of specialization is 90 per cent. inevitable. This 90 per cent. inevitability need not, however, blind us to some of the bad by-products of specialization. It is in devising ways and means for preventing these bad by-products that the next fruitful advances in educational policy are most likely to be made.

The study of the classics was crippled if not killed by classroom pedants who forgot the meaning of the classic literatures in their absorption in the minutiae of the classic languages. At any rate, specialization in the classics has about succeeded in sealing the tomb of one of the richest sources, if not indeed the richest source, of intellectual and aesthetic stimulation and discipline. May not a too extreme specialization in the teaching of the sciences, of economics and political economy, of education, of literature, work a similar result?

I am not seduced by an extravagant hope that educators can assemble any single bag of tricks that will swiftly and sweepingly reverse what may be the irresistible tendency of modern civilization to create burdens it cannot carry and to set up a suicidal complexity of organization. Our civilization and the educational system it has produced may have to run their cycle until they break. But even if we suspect ourselves to be the victims of a process we cannot control, it is dangerous to admit it, and to surrender to it is simply to set ahead the date of our debacle. We must not rest content with a coward's refuge in unrelated specialisms.

We might undertake to prevent the abuse and to promote the ultimate utility of specialization by making an effort to insure, as far as possible, that students shall be exposed to a broadly conceived and coherently organized body of general knowledge during some definite period of the college years that precede the intensive specialization of graduate study and professional training. Such an organization of subject matter could be made possible only by the courageous willingness of educators to be tentatively dogmatic in saying what subject matter will best induct the student into an understanding of his contemporary world, of the forces that have gone into its making from the past, and of the living forces that are most likely to determine its future. Specialization has converted our universities into intellectual department stores or, more accurately, into a series of intellectual specialty shops housed under a common administrative roof. And any attempt to effect a new synthesis of knowledge even in an important section of the college years encounters as a stubborn obstacle the otherwise healthy hesitancy of the scholar to generalize. But no such fresh organization of subject matter would be possible save at the hands of educators who refused to be awed by the mere bulk of modern knowledge.

It may be said that the orientation courses at the beginning and the summary courses at the end of the college years, with which colleges have been experimenting, meet the situation into which specialization has plunged education. I doubt it. They are manifestly things tacked on to the regular college procedure—porous plasters applied to the curriculum to reduce its incoherence. Any genuine orientation of the student to his world must be reached *in* the regular procedure, not *outside* it.

Of course, no one who has even partly earned the right to participate in a discussion of education will expect too much of such a synthesized section of the curriculum. The historian with, say, the last hundred and the next hundred years of our educational history before him would doubtless look upon the use of any such section of the curriculum as an emergency measure adopted by a people that

found itself the victim of a great confusion resulting from an unprecedentedly rapid accumulation of knowledge. It alone will not educate men or equip them for the mastery of modern life. I suggest, therefore, a second field of inquiry.

If we find curselves driven to admit that knowledge is growing more rapidly than educators can fetter it, may it not be necessary for us to strive to develop educational methods in the undergraduate years that will deal more directly with the mental processes of the student than do many of our present methods of teaching and examination that lay so much emphasis on subject matter? May it not be that the only way in which the modern man can hope to keep pace with the modern world is to increase the tempo of his mind as the tempo of the advance of knowledge increases?

We are dealing here with an elusive and maybe absurd hypothesis. I know the battle that has been waged around the problem of the training of the mind. But one thing is clear, and that is that we shall find no really conclusive answer to the educational dilemma growing out of the enormity and complexity of modern knowledge if we attempt to determine the future evolution of higher education mainly in terms of curriculum construction. Any such approach will inevitably drive us to a choice between superficial general knowledge and accurate specialized knowledge. We must look for the really creative development of education in the methods of teaching rather than in the materials of teaching.

What will a greater emphasis upon the possible development of the mind to see and understand more quickly and accurately mean in terms of the work of our classes? May it mean that our classrooms will more and more become places in which the students rather than the teachers perform? May it mean that usually the best teacher will be the man who says the least to his students? May it mean the virtual scrapping of the lecture system?

In the average institution of higher learning today teaching is essentially a formal process. Learning, on the other hand, is essentially an informal process. Over-formalization in the teaching process kills the spirit of learning in the student mind. I suspect, therefore, that the next great advance in education will be marked by an extensive informalizing of the teaching process.

It is, I admit, difficult to see how any synthesis of even the major findings of modern knowledge could be caught in a two-year curriculum if we continue to teach entirely in terms of the subject and departments that are today the basis of instruction, unless each subject were to be taught by a polymath like Aristotle, Leonardo da Vinci, Adam Smith, or Thomas Henry Buckle. It may be, therefore, that we shall find that the only way we can manage to induct students into a general understanding of their civilization will be to teach during these two "general" years in terms of situations rather than subjects.

If we were to undertake to teach baseball, let us say, to a seven-year-old boy by the "subject" method, this is the way we would go about it. We would ask him to memorize the biographies of the great players of baseball, past and present. Then we would ask him to pass an examination on the lives of Christy Mathewson, Ty Cobb, Hans Wagner, Babe Ruth and others. We would then ask him to make a study of the various kinds of wood out of which bats are made, the countries from which the woods came, and so on—again subjecting him to an examination. We would then ask him to make a study of the principle of the gyroscope involved in throwing a curve, the law of falling bodies involved in throwing a drop, and so on—again putting him to the test of an examination. All this on the theory, apparently, that when he had mastered the details he would suddenly be consumed by a passionate interest in the game. But by watching one boy for one month, it becomes clear that the way to awaken his interest in baseball is to take him to a Big League game, get him a good seat in the grandstand, allow him to feel the thrill of the game, and to yell himself hoarse for a hero. After that, he will sit up all night sleuthing and snaring explanations of details.

The suggestion that we might achieve a broader culture and a better sense of the relatedness of things by studying in terms of situations rather than subjects is convincing in the abstract. But the moment we attempt to step from the abstract into the concrete and undertake to visualize such a teaching policy in operation in a university, a thousand difficulties arise. Few have ventured to condescend to details respecting this suggestion as far as college instruction goes. It has usually been left in that twilight zone of the abstract where we keep ideas that would be good if they could be made to work.

For unless with decent promptness we bring a fresh inheritance and fruitful comprehensiveness into the curriculum of the freshman and sophomore years of our colleges of liberal arts, the junior-college movement may proceed as a merely mechanical split-off, a merely administrative secession, with no meaning beyond a decentralization of the chaos and confusion of our present educational inefficiency.—From The Nation, May 26.

Federal Legislation

By JOHN H. MacCRACKEN

President of Vassar College

JOHN MORLEY was fond of quoting the words of Spinoza: "When I applied my mind to politics, so that I might examine what belongs to politics with the same precision of mind as we use for mathematics, I have taken my best pains not to laugh at the actions of mankind, not to groan over them, not to be angry with them, but to understand them." If it were not for the fact that we teachers are able to say, with Horace Mann: "I have the next generation for a client," the year's record in Federal legislation would certainly cause us either to laugh or to groan. Perhaps in the present temper of the American mind no legislation is good news, the general feeling being that we have too many rather than too few laws; nor is it altogether unwholesome that our thoughts should be turned from Government, as the source of all good, to our own broad job of education as the effective agent for our purposes, slow but sure and irresistible. Principal Jacks has pointed out that we may divide the world into two groups, those who look for worldly salvation to Government, and those who look for worldly salvation to education. To educators, therefore, a record of no legislation is at least less discouraging than it would be to others.

The joint hearings before the Committee on Education and Labor of the United States Senate and the Committee on Education of the House of Representatives, held February 24, 25 and 26 to consider the Curtis-Reed Bill and the bill of Senator Means of Colorado, introduced for the purpose of creating a Department of Education, were in any event worth while. The 400 pages of printed testimony, while they contain nothing new or startling, do place before us in a more comprehensive form than has hitherto been available the arguments on both sides of the question and bring into the open, to a greater extent than has hitherto been the case, the sources of opposition to the proposed department. Great credit is due to the officers of the National Education Association, and particularly to Miss Charl Williams, for having secured the consent of the committees to the holding of the hearing, in spite of an obvious reluctance to have the question publicly discussed at this time. It is my understanding that no formal expression of opinion on the bill has been sought from the members of the House Committee since the hearing and that it is not likely that a vote will be taken. The Senate Committee has reported out a bill to improve and extend the present bureau. It is reported, however, that on the Senate Committee five of eleven members are favorable to the creation of a department.

The complete disappearance of the Brown plan for the re-organization of the executive departments, which had been worked out with much care and after repeated consultations between the joint committee and the members of the cabinet, is an unexplained mystery. The intention on the part of the legislative leaders to drop this measure had apparently not been disclosed to the President of the United States before the opening of Congress. From what I can learn the measure was dropped partly to prevent the creation of a Department of Education and Relief, and this in spite of the fact that the creation of such a department had been made a plank in the Republican platform on which President Coolidge had asked the suffrage of the American people. It would be a matter of interest to all of us to know what influences of invisible government were responsible for the sudden submergence of this measure. Your committee can only report that it was "spurlos ver senkt."

The Curtis-Reed Bill in itself marks a distinct advance over any project in this field during the last nine years. The omission of the subsidy features and the more careful drafting of the rest of the bill, the provision for a co-operative committee of the Federal departments and the more generous appropriations for salaries and research have won approval among all friends of a department. It presents the question to Congress in as favorable a form, we believe, as the subject can be presented, and most of the friends of the movement are prepared to await the issue on the question presented in this form. While action at this session is now impossible, there will be another opportunity for bringing the bill to a vote at the short session in December. After following the Education Bill for nine years we agree with Burke's maxim for the true law giver: "Time is required to produce that union of minds which alone can practice all the good we aim at."—Report to American Council on Education.

Recreating Western Kansas

By A. E. WINSHIP

MORE than half of Kansas has no traditional right to civilization. Seventy years ago the United States Government announced that civilization would not intrude beyond Salina, Newton and Wichita.

The one function of the Government which stirs no strife is the location of the principal meridians which are necessary because the meridians approach one another poleward.

It was easy to establish the first five principal meridians because there were landmarks or watermarks upon which to hang them, but west of the Missouri there was nothing upon which to hang the sixth principal meridian. Consequently the Government set surveyors to find where the fortieth parallel crossed the Missouri and run a line westward as far as civilization would ever go, which was a hundred miles west, about as far as Wichita, Newton and Salina. The Government emphasized this anti-civilization tradition by establishing Fort Hays to keep the Indians and other bad men west of the sixth principal meridian.

Nature said "Amen!" to this ruling of the Government by eliminating trees and other verdure except along the fringe of the narrow rivers that were hastening to eastern Kansas.

As late as 1910 about ninety-five per cent. of the people on the farms and ranches of western Kansas had no school privileges for their children worth mentioning. They had no high school opportunities. The school term was the shortest the law allowed. The teachers had the least scholarship allowed by law and no professional training. There were no indoor toilets, no laboratories, nothing modern was anywhere taught. There was nothing to boost civilization with the children. Today there are thousands of boys and girls in western Kansas who have as good high school advantages as in Lawrence, as long a school term as in Wichita, as good schoolhouses as in Newton, as good teachers as in Emporia, as good social morale as in Topeka, and school taxes are paid as cheerfully as in any city east of the sixth principal meridian. All this has come since 1910! Isn't this miraculous?

We had heard much of this wonder-working country life education, especially of Holcomb and Oakley, but we had seen nothing of it until April 20 of this year, when I was at the State Teachers College at Hays in the forenoon and found myself scheduled for an evening lecture at Holcomb, one hundred sixty miles across country.

At one-thirty with President W. A. Lewis of the State Teachers College, the master mind in the production of the education miracle of Western Kansas, and C. E. Rarick, the wonder worker in the creation of more than half a hundred of these new educational marvels, we started on a five-hour automobile ride of one hundred sixty miles to the southwest

through a country without a tree, a shrub, or a bird, except the tantalizing quail, that seemed to know that it was an off season.

Think of riding as far as from Boston to Lewiston, North Conway, Pittsfield or New Haven without seeing a tree, a shrub, or a song bird, with innumerable pestiferous jack rabbits in front of us, to the right of us and to the left of us. The roads were good and there were no traffic cops and no speed limit signs, so that it was easy to roll off one hundred sixty miles in five hours.

The Holcomb School was one of the surprises of my educational experiences. It is a plant with an up-to-the-minute high school,

a large elementary school, a big garage with fifteen automobiles, a beautiful teacher's home, a fine home for the superintendent, an agricultural building and a home for the agricultural directors, the plant costing the district a quarter of a million dollars.

The next morning, for the first time, I had the opportunity to make the grand rounds on a school bus. There are fourteen of these busses for the Holcomb School. All but three of these are driven by a woman teacher. The bus I was in had a route of twenty-one miles. We picked up thirty-five children from kindergarten to high school seniors in age. The running time was sixty-five minutes, and they say no bus is ever five minutes behind the schedule, unless something is wrong. It was an exceedingly interesting experience. In no case did any of the thirty-five children fail to be out by the roadside ready to hustle in. There were four hundred and ninety-two children in the Holcomb School on April 21, and they were all from country farms. They had every educational comfort and luxury from kindergarten to certificated high school subjects, with experts in music and art as well as in domestic science.

Nearly every elementary school teacher is a State Teachers College graduate. Every high school teacher is a college or university graduate and every subject supervisor is a professionally trained specialist. No children in Kansas east of the sixth principal meridian have a better scholastic or professional teaching than have those four hundred and ninety-two in the Holcomb District. Not one of them could have had any high school opportunities at home, and none of the other children could have had any school advantages above the merest out-of-date rudiments.

On the twelve-acre farm the children learn gardening, which bears fruit or vegetables, which those vast farms would never have but for the activities of boys and girls who practice what they learn that the agriculturist teaches them.

The domestic science department not only sets standards of living in the homes of the Holcomb District, but the girls learn to love to cook and sew because they do things better than they had seen things done before. For a mere trifle the children have some luxury to tone up the luncheon they have brought from home. The health of every child is looked after faithfully and skilfully. There is nothing in the best city schools from Kansas City to Hutchinson that is not equipped and profited by by the children of the Holcomb District. Not only are the children provided with everything that city children have, but the families have advantages that farmer families did not have in Western Kansas formerly. Parent-teacher meetings make the families acquainted. The auditorium is frequently used for good entertainments, and on Sundays there is a large Sunday School, and other religious services are held.

The one hundred twenty-five square miles—about eleven miles square—are a social unit as it never could have been before.

Perhaps the best of the good things is that the teachers are comfortable, even luxuriously comfortable, and stay there seven days in the week. The "Teachers' Home" is a charming social club affair. It cost twenty-one thousand dollars, and has the latest of everything. There are twenty-one rooms. The living room is about fifteen by twenty-five feet with a big

fireplace, lounges and chairs in abundance. Fourteen women teachers have single rooms, and the spacious dining room accommodates the men teachers as well as those living in the Teachers' Home, so that there is a delightful social atmosphere for all. The housekeeper has entire care of everything. The table is on a club basis, and all expenses are prorated. Most of the women teachers receive enough extra for driving the busses to nearly pay living expenses.

The famous success of the Holcomb enterprise is due to the fact that the same rare personality has directed its affairs from the first. Miss Maude I. Gorham is not only highly efficient as a scholarly, professional leader and skilful administrator, but she keenly enjoys solving the various problems, and makes everyone else enjoy the life of the school plant and the community interests of the Holcomb District.

The taxpayers are not only proud of the distinction of having such a famous institution as this, but they are harmonious in all affairs as the old-fashioned small country school district rarely was.

The annual Holcomb School District meeting was in session on the day we arrived there (school meeting April 10). It was in session less than thirty minutes. They unanimously voted a school budget of thirty-six thousand dollars and unanimously re-elected the three school directors. The district also receives six thousand dollars from the state, so that there are forty-two thousand dollars for the school.

The second day we went over a hundred miles north to Oakley, where the school is nearly as large as at Holcomb and is in every way as good, and in some ways almost better. The cost of the plant was about the same. There are not quite as many busses because Oakley is an important town, and families furnish quite a number of students.

There are already more than fifty of these everyway modern schools in school plants wholly new, with teachers scholastically and professionally prepared as well as in any of the eastern Kansas city schools. The work is so well under way that nothing can now stop it until every child on a farm or ranch in Western Kansas has as good educational opportunities as in Fort Scott, Manhattan, or in any city in Eastern and Middle Kansas. All this is since 1910. If this is not an educational social and civic miracle then I know not what to call it. Prior to 1910 many families that would like to go to Western Kansas simply would not go there with their children, but today any family is proud to live where their children can have the advantages of the more than fifty consolidated schools, "where civilization will never go." Of course, nothing of this is accidental. If it had happened in fifty countries in the Near East, in India or China, it would be heralded as a marvelous achievement of civilization, but since it has come as a natural result of a functioning of the public school system we take it as a matter of course and waste no time in commenting upon it. If it had resulted from the administration of some one of the great foundations and had been financed by them the magazines would have had brilliant illustrations of it, but since it is merely a matter of the people's money and of public school achievement why give heed thereto? To our thinking it is infinitely more wonderful to have this evolution of Western Kansas bud and blossom, fruit and ripen as a natural civic, social and educational affair than to have had it come meteor-like, flashing from the nowhere to the here. There is certainly enough romance for a novel in the fact that everything that has come to Western Kansas has come from the State Teachers College at Fort Hays, from the public school institution on the ground where Buffalo Bill tried to pioneer civilization before Uncle Sam stationed soldiers in a fort to withstand the onslaught of Indians in the land where civilization would never go.

We have probably known the educational institutions of America, especially the teacher-training institutions the country over, for sixty years better than anyone now living has known them, and we know of nothing in university, college or normal school that can in any way compare with the creation and service of the Western Kansas State Teachers College in its re-creation of the social and educational conditions in the United States.

Educating the masses and ameliorating the conditions under which they live creates as many problems as it solves.

—Henry C. Morrison

Junior High Assembly Programs

By W. HENRY MILLER
Fall River, Mass.

A JUNIOR HIGH assembly program should merit the interest and attention of the boys and girls of the school. It should also justify itself from an educational point of view. To accomplish these ends it need not be spectacular, or a song and dance affair, but can represent a page out of the real life of the school, presented in an interesting but not necessarily in an unusual way. The assembly should provide for a maximum of student participation under teacher guidance. Any valuable experience a pupil may gain through such participation should not be appropriated by any teacher or even by the principal himself.

A brief description of several programs I have witnessed may serve to illustrate what is meant by the above statements as well as to illustrate some of the general principles underlying the assembly set forth in a former article.

First, let me describe a ninth grade Latin Assembly. A group of alert ninth grade boys wanted to put the subject of Latin before the whole school in its very best light. It was suggested to them that they might show a real modern application of this subject if in some way they could show how many words connected with radio were derived from Latin words. They decided that the proper stage setting for such a program would be a broadcasting studio. They made an imitation microphone in the woodworking shop. A receiving set, a movable blackboard, a table and some chairs made up the remainder of the paraphernalia used. The program was worked out in play form in one scene. The scene opened with the boys sitting around the table arguing about the value of Latin in modern life. After the argument grew quite heated one of the boys proposed that they play a game, the game to be for the purpose of finding how many words connected with radio were derived from Latin. The boy who found most words was to be the winner of the game. As each word was discovered it was written on the blackboard together with the Latin word from which it is derived. The contest was quite spirited and the boys actually had found over thirty words so derived. A visitor at that assembly declared he himself had received some new ideas about the value of Latin.

At another Latin assembly a seventh grade illustrated a Roman school. The Roman pupils came to school each one attended by a slave, all dressed in costumes appropriate to the time represented. Each pupil greeted the teacher before taking his seat; there were no girls in this school. Lessons were heard and then Julius Caesar was announced by a herald as visitor. Caesar entered, was received and seated in the place of honor with proper ceremonies and for a while listened to the lessons recited by the boys. He then examined the pupils and expressed his pleasure and satisfaction in a speech. He then left, again with ceremonies suitable for the occasion. All this program was carried on in Latin.

At a mathematics assembly some seventh grade pupils made a bar graph illustrating the increase in enrollment of the school from its beginning several years before. One pupil explained clearly each step while another did the actual work on a movable blackboard placed on the stage for the occasion. By means of a circle graph they illustrated the number of tardy marks of each grade for the previous month. At this same assembly some eighth grade pupils illustrated how to find the distance across a pond or other obstruction by means of the tangent ratio. They had improvised a field protractor to use in this connection.

At another mathematics assembly some ninth grade pupils illustrated algebraic processes by means of living equations. Each pupil had a card with some symbol on it large enough for the audience to see, such as "x," "y," equals sign, plus, minus, etc. By taking different positions in various ways they illustrated and solved quite a few equations. One boy near the back of the hall was heard to exclaim after seeing this exercise: "I see just how that is done now."

At a general science assembly a group of boys illustrated the city water system with apparatus, showing how the water is pumped into standpipes, and how this enables the housewife to draw water from the faucets on any floor of the house. They had rigged up a pump and used real water, and made the thing work. One boy explained the various parts and workings of the system, while the others did the manipulating. They also went into the importance of the purity of water and its relation to the health of the city.

A geography class had been studying England and her possessions. At their assembly a tall, robust girl represented Great Britain, while each possession was represented by a pupil, properly costumed, who told of the importance of possession he represented to the mother country. A small boy dressed like a negro girl represented South Africa. Great Britain gratefully acknowledged the contributions of

her various possessions to the welfare of the mother country as they were presented in order and finally closed the program with a splendid tribute to them for their fine spirit and helpfulness.

A ninth grade French division presented "Cinderella" entirely in French. This was so well done that they were invited to repeat it before the French Club of the Senior High School of their city.

A woodworking class was ready to assemble some tables they were making for the school. For their assembly they put together one of the tables on the stage just as they would have done it in the shop. One boy explained what had gone on before in the process of making the table, the kind of wood used and the reason for using that particular kind, etc. As the others worked he explained each operation, and when they were through he exhibited the table, and told how it was to be used. Last of all he explained how the table would be finished, and so be prepared to be an ornament to the school.

The dramatic instinct of Junior High boys and girls practically demands an outlet. English, history, and other subjects as well, furnish splendid material through which an outlet may be provided. I have seen episodes from "Adventures of Tom Sawyer," "Huckleberry Finn," "The Man Without a Country," "Treasure Island," also "The Making of the Constitution," "The Declaration of Independence," "The Mayflower Compact," "The First Thanksgiving," etc., merely to mention several, dramatized very well indeed by these boys and girls.

And how they love to debate! This seems to provide an outlet for the combative instinct. A debate always goes over big.

I have also witnessed three assemblies of a somewhat different type which the pupils themselves had elected to call, "Red Letter Day Assemblies." Nearly every Junior High School has its home rooms organized with various officers and also has what may be called school officers. The first of the three assemblies witnessed was for the purpose of installing the home room and school officers. The officers marched on the stage in groups, presidents, then vice-presidents, etc. Each group was installed by the principal in a very impressive manner. He pointed out to them how they could make real contributions to the welfare of the school, and to the rest of the school, how they could help make the work of the officers they had chosen a real success. After he was through a representative from the group being installed stepped to the front of the stage and, in a well-prepared speech, pledged the whole-hearted efforts of the officers to be real leaders and asked for the whole-hearted co-operation of all the pupils to the end that their school might be a credit to themselves, to their city, and to their state. The remarks from the various representatives of course varied, but this was the general tone. It seemed to me as I listened that here was put across one of the finest lessons in citizenship I had ever seen, namely, the lesson of group co-operation. It was an inspiration to see how splendidly seriously all the boys and girls took this assembly.

At the second assembly the award of honor of the school was bestowed upon those who had qualified, by the principal. Here, again, appropriate remarks and responses were made. Great care was taken by the principal to take the sting of disappointment away from those who had nearly qualified, and to stimulate the whole school to better effort in the future. The lessons of courtesy and fair play seemed to go over big on this occasion.

The third, an annual affair, was called "The Comeback Assembly." Former pupils came back for the occasion, and put on a complete program. These people had been out of school long enough, or had gone on in school far enough to enable them to bring back to the boys and girls some real worth-while things, educational, stimulating and entertaining. The loyalty of these former pupils and their splendid spirit were something, it seems to me, that no school can afford to miss.

No claim is made for entire originality in the programs described. Some were original, some partly original, and in some material prepared by others was used. Many other assemblies could be described if space would permit. The most important consideration, however, is, I believe, whether these assemblies were worth-while from the point of view of the boys and the girls of the school. It seems to me that through participation many individuals were getting valuable experiences, and that through co-operation with those who were participating the whole school was learning the lesson of group activity. The subjects of the school were dignified and emphasized in the eyes of the pupils by having furnished worth-while programs, and finally, a splendid school consciousness or morale was aroused and fostered.

Not failure but low aim is crime.—James Russell Lowell

Personal and Professional

DALLAS LORE SHARP of Boston University, who is one of the most attractive and inspiring men on the lecture platform, says that the present effort to standardize the students by intelligence tests and tendencies may reduce education to a science, but we cannot bring science to bear in the spiritual realm. "A student is a living thing, and the slide rule cannot be applied to him."

WILLIAM A. BOYLAN, district superintendent of schools, New York City, has had a signal professional honor. Mayor Walker of the city personally gave Mr. Boylan a beautiful watch at an anniversary luncheon attended by more than 1,000 school people. The Mayor was a school boy with Mr. Boylan as principal, and it gave him keen satisfaction to have Mr. Boylan thus recognized. New York has had few occasions with such a setting. All the addresses magnified Mr. Boylan's service to the city. Personally we have known him in his school and more than once have made occasion to speak of his school as one of the high spots in the city's educational life.

FRANK W. SIMMONDS, deputy manager, American Bankers Association, 110 East Forty-second Street, New York, in charge of all state bank organization work, and of all clearing-houses of the United States, is the same Frank W. Simmonds who was a superintendent of schools in Kansas, and later of Lewiston, Idaho. He used to write most delightful professional sentiments, which were used in the Journal of Education, and with that same fascination he is now writing the ablest articles on banking that have been written by any one in recent time.

SMITH BURNHAM, professor of history, State Teachers College, Kalamazoo, gives lectures to teachers on history more illuminating and interesting than any lecture on history that I have heard in years, and rarely do I hear any lecture to teachers that is as helpful and enjoyable. He was at the West Chester, Pennsylvania, State Normal School for more than twenty years. His return to Michigan adds materially to the professional equipment of the college and the state.

WILLIAM T. MELCHIOR, Ph.D., for three years head of the Department of Education, St. Lawrence University, Canton, New York, tendered his resignation some months ago, which has been accepted. Efforts were made on the part of the trustees, alumni, and the schoolmen of the north country to have him remain at St. Lawrence, his work having put him in intimate touch with the public schools of the north country. Upon the acceptance of his resignation by the trustees of St. Lawrence University, Dr. Melchior accepted the appointment to Syracuse University as professor of educational supervision and director of field work in education. His teaching schedule will allow a considerable amount of time for lecturing and personal contact with the public schools.

WALTER WILLIAMS, Columbia, Missouri, dean of the School of Journalism of the University of Missouri, has been chosen president of the first Pan-American Congress of Journalism. His name was proposed by a representative of a Central American State and no other name was suggested. It is worthy of note that the Congress of Pan-American Journalists did not select for its first president one of the outstanding editors or publishers. It took the dean of a notable school of journalism, a pioneer in the educational department of the profession, the head of a school that has gained international reputation. Mr. Williams was one of the first presidents of the National Editorial Association of the United States, and no one has done more to magnify the usefulness of this Association than has he.

DARIUS STEWARD, St. Cloud, Minnesota, State Teachers College, was recently honored by elaborate recognition of his sixty-three years of continuous service in public schools, more than fifty of which have been in Minnesota, making him clearly the senior in service of the schoolmen of the state. He began his school work in Brandon, Vt., in 1865, and in 1876 he went to Minnesota, and served as superintendent in St. Charles, Rochester, Stillwater and Fargo, and as principal in Mankato, before he began his life work in the State Normal School in St. Cloud.

PRESIDENT MAX MASON of the University of Chicago announces the gift of $1,385,000 by the Carnegie Corporation for the establishment of a Graduate Library School. The funds have been provided to meet an urgent need which has been disclosed in a recent study by the American Library Association and Carnegie Corporation. There will be established a School of Library Science of new character and purpose which will emphasize the broad principles of library work and its relation to society, as well as technical fundamentals. It is planned to provide in the new school the same opportunities for study and research, leading to advanced degrees, now open to students in other fields. President Max Mason is attracting appreciative attention because of the breadth of vision and abounding common sense.

Character Chats

A Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

Flowers

ONE Saturday evening I saw a pleasant-faced woman hurrying up the stairs of a church with a huge bunch of roses in her arms. As she disappeared behind the heavy oak doors the thought came to me that she carried into that church with her far more than the color and shape and smell of the lovely flowers, and that the Heavenly Father seeing her enter did not notice, so much, the flowers in her hands as He did the gentle spirit that led her there.

Somewhere beyond the walls of the church the roses blossomed in God's sunlight. He knew they were there and took pleasure in them. Merely changing their location added nothing to their value in His sight. Merely placing them upon an altar added nothing to their loveliness, for wherever beauty blossoms there is, truly, one of God's altars. But the thing that did matter was that a free being should pick those flowers, and say to herself as she did so: "You are so beautiful, I shall carry you down to the church and place you high on the altar of the living God, as my tribute, my little prayer, my little act of thanksgiving."

I think I know just how the Great Father feels about things like that, for not long ago a little girl brought in a package of flower seeds, and said: "I want you to have these for your garden."

As I took those seeds and thanked her I tried to picture the lovely little thought of me and my garden that had come along with her, hidden out of sight far down in her thoughtful soul.

Another time a little boy came into the office and said: "I see your waste paper basket is pretty full. Can't I empty it for you?" And as I thanked him I tried to see the gentle, courteous thought of me that led him in through the office door.

Quite often a little friend of mine drops in on his way to another school and says: "Have you anything you want carried to the other school today?" and I try, each time, to think more of the boy's thoughtfulness and willingness than of the service he is anxious to render.

So it goes. Whenever a spirit rises and plucks the roses of service, of love, of helpfulness, and carries them off to some distant shrine, the Father smiles, not because the roses are prettier here than there, but because a gentle heart and a willing soul have placed about them, on their new shrine, the glory of sacrifice.

Flowers for the altar; little acts of loving kindness, cheery words; all are fragrant and beautiful things in the eyes of God and men.

Impulses

I WONDER if any of you know what an impulse is? We all have a great variety of them, good, bad and indifferent, but very few of us think much about them. My idea of an impulse is something like this: You are walking down the street and you see someone trip and fall. A little bad impulse jumps up in your brain somewhere, and yells: "Laugh like everything. Wasn't that funny?" You are about to obey the bad little impulse when another impulse, a good one this time, pops up in your brain and yells: "Run quickly and pick the poor person up! He may be badly hurt." Of course you listen to the good impulse and shove the bad impulse back into his box, where he stays until there is a chance for him to get you to do some other unkind thing.

There is one class of impulses that pester all of us all the time. They are a perfect nuisance. They get us into trouble with our friends. They spoil our dispositions, and meanwhile grow so big and strong that finally, if we do not watch out, they rule our whole lives and make us most unhappy. These mischievous impulses are called "Peeves." You ought to remember that name so that you can say, the next time you hear one: "There's a Peeve, now! He's a pest. He's trying to get me into trouble. He wants to make me so angry that I will say something to hurt a friend's feelings. This is my chance to show him who is master in this head of mine."

Now there is one way of getting rid of Peeves. Just laugh at them. Little and big Peeves have no use for laughter and smiles. Nobody ever caught a Peeve out in the smiling sunshine. They like rain and tears and sighs and frowns and stormy times and misery and all kinds of dark corners where they can whis-

per about slights and insults and other fancied wrongs.

If each one of us would make a list of our pet Peeves, the ones we listen to most, that list would be the funniest reading in the world, because every Peeve is so ridiculous that he does not dare do more than pop up his head and yell. If he showed his whole body we would die laughing at him.

Here is a little list of Peeves which I observed today:—

Man said an unkind thing because some one bumped into him.

Motorist yelled at pedestrian to sleep nights.

Boy slapped other boy for making faces at him.

Boy stole fifteen cents from little girl.

Little girl faked grade number on transfer card.

Woman said unkind things about another woman who happened to be exceptionally well dressed.

Just pull that little Peeve that made the motorist yell at the pedestrian out into the light and see how very funny he is.

The Old Copper Bowl

SOME time ago I ran across an old copper bowl. Some early colonist had used it to boil the bayberries from which he got the green wax that went into his candles.

I wished to find a use for this handsome old boiling pot, and it came to me that, since it was used so long ago to help light the home of an early settler, why should it not be fitting and proper that it should be used today to help light my home. With this thought in mind I made it into an electric table light.

Now that the lamp is done I must make a shade. It must be a particular kind of shade—one that suits the old copper bowl and suits also the period of time in which the old bowl was made and used. In those days the women of the house made shades by laying pressed flowers and leaves upon white paper and then spattering the whole with some kind of ink. You see, wherever there was a flower or leaf no ink stained the paper, with the result that when the shade was done the figures of the flowers and leaves stood out in white against a spattered inky blackness.

This is the kind of shade I shall make for my bayberry melting bowl, and I shall, of course, make my design of pressed bayberry leaves and berries. When I am done the old copper bowl will be set on a table and connected to the lighting circuit. Then the family will gather around and I shall press a button and behold the inside of the shade will be filled with light and the clear spots will glow and I hope everybody will be pleased with what the shade has to show.

Whenever we are tempted to do something wrong we ought to think over our own wonderful spatter shade that we are working so hard at everyday. What is all our cutting and pressing and placing and spattering going to make for us when some day the shade is finished and set on the lamp and the Master presses the button that turns off our earthly light and turns on the splendor of eternity? In that moment may the shade of each one of you glow with soft lustre full of delicate designs woven of kindly deeds, pure thoughts, hard work and love, and may the Master smile and say: "Because of this shade's beauty, I shall place it high on the wall to add glory to My house."

Philosophy of Happiness

THIS morning, as I crossed the brook, I noticed a change in it. The water, that once flowed so briskly under the bridge as though hurrying away on very serious business, now lay in a smooth, quiet sheet through which the stones on the bottom looked up to the sky with glistening round eyes.

I glanced down stream and then understood the reason for the change, for there, across a narrow neck, some boys had built a dam. It was only a crude dam, made of sticks and stones, and filled in with sand, but strong enough to curb the spirit of the swift rushing waters.

There must have been a moment, after the dam was finished, when the flood dashed against the barrier and tried to wash it away. When that was impossible, I saw, in my mind's eye, the brook quietly but steadily, hour after hour, pour into the basin of the dam its living flood until at last, the topmost barrier was reached and the freed waters leaped down with a glad shout to continue their journey to the sea.

Just so, in life, almost over night, changes come into the current of our days. Something happens to us. Some new barrier is thrown across our way. It may be the loss of some one dear to us, the loss of some treasured thing, hard times, seemingly without end, or it may be sudden loss of health. Such obstacles sometimes worry all of

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us, and force us into new channels and new ways of living. For a time things look hopeless and we dash against the barrier that has risen, trying to sweep it away. When, however, we find that is not possible we should, like the brook, patiently gather strength and power, day after day, until at last we find an outlet and move on again as joyously as before.

There is no valley of sorrow so deep but it can be filled; there is no dam so mighty but what it can be overflowed. The valley may remain as deep and the barrier as strong as ever, but once covered with the mighty waters of the soul they become quiet resting places, where the happy clouds gather by day and the peaceful stars by night.

Let us remember this when we are deep in trouble. In every soul is the majestic power to rise above its greatest difficulties. Be confident! Trust in God! Be true to your better self!

Walking on People's Toes

THERE was once in a little village a man who always walked on other people's toes.

He found fault with everybody around him.

He grumbled at his food.

He was touchy and quick-tempered.

He was always peering into other people's business.

He was always making nasty, sarcastic remarks.

There was also in the same village a woman who always walked on other people's toes.

She said cutting things about her neighbors.

She told lies that hurt the characters of others.

She was jealous of everybody and sneered at their success.

She had a sharp tongue that everybody feared.

There was also in the same village a boy who always walked on other people's toes.

He was a bully and hurt the smaller boys around him.

He talked in a loud, bragging voice.

He went out of his way to hunt for trouble.

He was never known to do a really kind and gentle act.

There was also in the same village a girl who always walked on other people's toes.

She made fun of the clothes of other girls.

She was saucy and rude to older people.

She quarreled with all her playmates.

She made no real friends, for people did not trust her.

Now the day came when the people of the village got tired of having their toes walked on. They were peaceable people who wanted to mind their own business in their own way, so they built a platform in the public square and placed four stools on it, and above the stools they wrote: "These seats reserved for four people in this village who keep walking on our toes."

Then they caught the man and sat him on the big seat, and they caught the woman and sat her on the medium-sized seat, and they caught the boy and sat him on the smallest seat, but the little girl was so ashamed that she ran far off into a distant country.

Now in the heads of each of us is a platform and on it are four stools, and sitting on these stools are the people we know who are always walking on other people's toes.

Learn to Give and Take

If we'd avoid much bitter strife
There is a rule we cannot spurn,
If we would make the most of life
There is a lesson we should learn,
And if in life success we'd make
We all must learn to give and take.

Out on the playground, in the school
Every boy and girl should know,
That it is best to keep each rule,
And that success sometimes comes slow,
At times to yield for others' sake,
For we must learn to give and take.

Let others have an equal right
When in the game that we call life,
Then if we're beaten in the fight
Let not our hearts be filled with strife,
If when we're wrong, amends we make,
Then we have learned to give and take.

For some will win while others lose,
We cannot always have our way
Nor have the things that we would choose,
There's others, too, that have some say.
We'll pleasures then ofttimes forsake
Since we have learned to give and take.

—The Rustic Bard

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TREND OF THE TIMES

World Can Hold Eight Billions

Professor Albrecht Penck, director of the Berlin Geographical Institute, has attempted to forecast the future distribution and density of mankind over the globe. At present the world has about 1,800,000,000 inhabitants. According to Professor Penck it is capable of supporting about 8,000,000,000. It is true that some regions are over-populated, so that a vast shifting of maximum populations to areas now thinly inhabited will have to take place. If the world's population increases in the ratio in which it has been increasing for the last fifty years the world will, according to Professor Penck, be fully populated in about three centuries from now. He believes that Brazil will one day have more inhabitants than any other country. He reckons that it has a potential maximum of 1,200,000,000. Europe and Asia, instead of harboring the vast majority of mankind, as they do at present, would have only about one-quarter of the world's total.

Tobacco Gift Proves Costly

Customs officials in Germany, after a year and a half of ardent figuring, computed the duties on a pound of tobacco sent from Heligoland, considered as foreign territory, as a gift to a Berliner, at $32. Since the tobacco was delivered eighteen months ago the receiver was obliged to pay twelve per cent. interest additional.

Preliminary Arms Parley

The first meeting of the Preparatory Disarmament Commission, which was but a preliminary discussion in preparation for the real work which the commission must do before the Disarmament Conference itself meets, has been held. The commission adjourned to an indefinite date to give the technical sub-committees time to study and prepare a report on the mass of questions referred to them. Members of the commission appeared satisfied with the results of their labors. Even though all stress the fact that this is only the beginning of the work and though nothing was done which was not anticipated, everybody is happy to have started work on the delicate question of disarmament. Nobody really went so far as to express optimistic hopes regarding the outcome of the final conference, but most of the diplomats ventured to express the belief that some good result would come from the conference.

"Barbarous" American Fashions Go Abroad

An alarming wave of radicalism now sweeping over England is reported to be devastating even sartorial standards. Englishmen are to be permitted to shed their vests this coming summer. This uncouth American practice, so termed by well-groomed Britons, will be offset to some extent by the wearing of double-breasted coats. Before long it is expected that the Englishmen may actually leave off their coats, too, and work or play in their shirtsleeves, in the barbarous American fashion. This venerable American hot-weather custom of wearing shirtsleeves in an office has had a legal aftermath in Berlin, Germany. A young Berlin business man seeking to evade the sweltering heat recently took off his coat in his office. His secretary entered the office, saw her boss in shirtsleeves, shrieked and rushed from the room. She had him haled into court charging him with behaving in a manner calculated to offend the sensibilities of a young lady. The judge, however, acquitted the defendant. The young lady indignantly declared to the court: "I deeply regret the low, depraved moral standards of this court. You are incapable of comprehending the honor and dignity of a lady."

Nation's Wealth $353,000,000,000

The Federal Trade Commission, in response to a Senate resolution, recently made public figures placing the national wealth in 1922 at $353,000,000,000 and national income for 1923 at $70,000,000,000. Some thirty-five per cent. of the total wealth was in land values and the aggregate of real estate land and improvements was $230,000,000,000. The commission found diminished concentration of wealth in the later years of the period from 1912 to 1922. As to ownership of natural resources in 1922 the summary said that "six companies controlled about one-third of the developed waterpower; eight companies three-fourths of the unmined anthracite coal; two companies more than one-half of the iron ore reserves; four companies nearly one-half of the copper reserves, and thirty companies about one-eighth of the petroleum reserves."

Asserts Discovery of New Element, Brodium

A new radio-active element is alleged to have been discovered by Dr. William Teg, director of a Biological Research Institute in Cornish, Me. He declared he has succeeded in isolating this element, which he calls brodium, after sixteen years' work in the United States and abroad. It is everywhere present, the doctor declared, and acts against gravity. Radioactivity, it is stated, causes it to give off what the doctor has termed "terrestrial rays," and these rays, he believes, supply energy to all living things. Brodium is found principally in mineral form, and the pure element is described as a brownish gray substance which smells like pungent earth and is soluble. The metal has an atomic weight of 2.25, slightly more than radium.

No Beauty Parlor In Public Library

Public Library officials have been forced to make the Women's Rest Room of the New York Public Library less luxurious than hitherto, to prevent matinee-goers from using it as a "restaurant, beauty parlor, smoking room, lounge and hair-dressing establishment." In reply to a complaint by a woman that the room had been transformed from "an oasis" to an "arid desert in which blows the ill wind of malevolence and bad feeling," Mr. Pearson, chief librarian, expressed amusement and asserted the library was not running a rest room for tired shoppers. "We are always getting complaints," he said, "even about the weather." He stated that a woman once stored a suit case in the rest room and came back a week later to get a sandwich from it. Mr. Fedler, the building superintendent, declared that the men were better than the women. "They make no complaint when we put them out for shaving in the wash room," he remarked.

The consumption of alcoholic drinks in France has decreased sixty per cent. since the year 1913, it is said.

Clean-Up in Small Town Proves This "Tin Can Age"

The street commissioner of a northern Indiana county seat town recently requested the inhabitants to place all their old tin cans out in the alley, where his men could fork them up easily. The women folk readily complied, in fact did so with alacrity. The wagons had not gone far when the street commissioner began to think he was working on the dump of the American Tin Can Company. He counted the cans in one pile and then estimated the rest. He figured up, when the teams had finished, that they had hauled away more than 500,000 cans. As the population of the town is 12,000, every man, woman and child ate an average of forty-five cans of canned goods since the last clean-up day. He blames the auto as one of the causes of hurried meals.

Bank Clerks to Take Lessons in Shooting

Pistol instructions are planned for employes of Portland, Me., banks. Walter A. Cowan, local attorney and national guard captain, will be assisted in instructing the bank clerks by Captain Howard N. Frissel and Sergeant Roy C. Osborne, regular army instructors of the 103d infantry, Maine national guard. The local chapter of the American Institute of Banking sponsors the program.

Brooklyn Bridge In Use 43 Years

Originally hailed as the greatest engineering triumph of the century the Brooklyn Bridge recently passed its forty-third anniversary. It was opened with elaborate ceremonies on May 24, 1883. Six days later, on Decoration Day, the big structure, jammed with a holiday crowd of sightseers from far and near, was the scene of a disaster in which twelve persons were killed and scores injured. The crowd on hearing screams thought the bridge was collapsing and in the wild scramble to the street level a dozen persons were killed and many injured. This disaster, however, did not detract from the popularity of the bridge, which for years was one of the wonders of New York City. Today there are four monster bridges over the East River and several tubes carrying trains under the river.

Defence Day Muster Abandoned

So much objection was registered to defence day that the War Department has canceled the general muster scheduled for this year. Many churchmen, newspapers and others held the observance to be "militaristic." The government contended that it was only part of the national defence program. The idea originated with General Pershing. The first test was held in 1924. Last year civilians were so apathetic to the one-day volunteer scheme that although 628,000 reported for duty, this number was one-third of what it was in 1924.

The United States mid-decade census says New York has 5,924,000 population, Chicago 3,048,000, Philadelphia 2,008,000, Detroit 1,200,000, Cleveland 960,000, St. Louis 830,000, Baltimore 808,000, Boston 787,000.

New York has 191,360 acres, Chicago 124,604, Philadelphia 81,926, Detroit 52,686, Cleveland 36,089, St. Louis 39,040, Baltimore 56,560, and Boston 27,634.

New York is seven times the size of Boston and has only seven times the population. They are in the same class.

One of the earlier returns of Halley's comet to the earth was in 1066, the year of the Norman conquest, and it is recorded on the Bayeux tapestry.

Recent High School Texts

Basic Accounting. By George E. Bennett, C. P. A., Head, Accounting Department, Syracuse University. $5.00

First Principles of Advertising. By Wilbur D. Nesbit, Vice-President of the Wm. H. Rankin Company, Chicago and New York. $1.00

Salesmanship and Business Efficiency, Revised 1926 Edition. James S. Knox. $2.50

Figure Construction. By Alon Bement, Director, Art Center, New York City. $2.50

Effective Expression. By Charles E. Rhodes, Principal, Bennett High School, Buffalo, New York. $1.40

Applied Business English and Correspondence, Revised Edition. By Hubert A. Hagar and Rupert P. SoRelle. $1.00

Fundamentals of Business. By C. E. Birch, Supervisor of Commercial Education, Lawrence, Kansas. $ .80

Gregg Shorthand Junior Manual. By John Robert Gregg. $1.50

Letters From Famous People. By S. D. Green, Trenton, New Jersey, High School. $1.20

Secretarial Studies. By Rupert P. SoRelle and John Robert Gregg. $1.40

Lesson Plans in Gregg Shorthand. By Lulu M. Westenhaver, Indiana University. $1.25 net

A Neglected Factor in Education. By George E. Walk, Ph.D., Dean, Teachers College, Temple University, Philadelphia, Pa. $ .20 net

Essentials of Commercial Law, Revised 1925 Edition. By Wallace Hugh Whigam, M. S., LL. M., Carl Schurz High School and Walton School of Commerce, Chicago. $1.40

Problems and Questions in Commercial Law. By Arnon Wallace Welch, M. A., LL.B. $ .80

The Typist at Practice. By Mrs. Esta Ross Stuart, Berkeley, California, High School. $ .67

The Psychology of Skill. By Dr. W. F. Book, Professor of Psychology, Indiana University. $2.00

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EDUCATION IN ACTION

Oxford Group Plan Urged For Harvard

A report by the Education Committee of the Harvard Student Council, drafted after five months' study of Harvard education and recently made public, had for its outstanding feature a suggestion to sub-divide Harvard College on the model of the colleges of Oxford and Cambridge Universities. The report contained an endorsement of the new limitation of enrollment and the plan of the Committee on Admission for a better selection of freshmen; a proposal that the requirements for distribution in science and philosophy be changed in such a way as to deal specifically with the problems that have arisen out of the conflict between religion and science; a detailed criticism of the tutorial system; a plan to move up the written general examination from senior to junior year for candidates for distinction, and a general statement of the undergraduate idea of education with a special plea for more inspirational and philosophic teaching. The Student Council presented the report in a spirit of co-operation with the Faculty as a concurrence of student opinion.

French Language Preferred to Flemish

The French language appears to have won a decisive popular victory over Flemish, so far as the University of Ghent, Belgium, is concerned. The educational authorities at Ghent left the contest between the two languages for the students to settle. Students may choose to receive instruction in either tongue. In the faculties of philosophy, law, science and medicine only nineteen pupils asked for classes in Flemish, while 153 chose French. In the special schools ten wanted instruction in Flemish, 1,521 in French.

Business Appraisal of College Men

The value the business world puts on the services of the average American university student upon his graduation, as indicated by a list of positions which will be open to Yale graduates in June, is $28 a week. This list, prepared by the Yale University bureau of appointments, reveals that prospective employers want the type of college man who, in his undergraduate years, was a leader of his fellow-students, who had an outstanding scholastic record and has strong personality. This type, prepared to go anywhere from South America to the Congo to start, may receive an initial salary in most cases ranging from $1,250 to $1,500.

Anti-Bob Move Organized by Girls

Girls of Milton, Wis., College who have succeeded in withstanding criticism since bobbed hair became the vogue and who have retained their full-length locks have united in an attempt to gain supporters to their cause. Fourteen co-eds—the number of unshorn ones remaining to the student body—recently formed the Gotta Longa Haira Club. The society holds regular meetings and is recognized as one of the college organizations.

Illiteracy Statistics

The highest percentage of illiteracy in any country is found in India, where over ninety-two per cent. are unable to write their own language.. Almost as large a proportion of illiterates is reported in Central America, while Bolivia and Brazil have almost 85 per cent., largely native Indians. In Europe, Serbia rank highest in illiteracy, her percentage being 78. Greece comes next with almost 60 per cent., while other countries in the Balkans are almost equally deficient. Russia has about 70 per cent. of illiterates.

Road to Finance 24 Scholarships

The New Haven College (Conn.), a newly incorporated institution to take over the New Haven division of Northeastern University, is to be given 24 scholarships financed by the New York, New Haven & Hartford Railroad Company. Half the scholarships will be for the New Haven division and the others for that in Boston. Employes of the company who so desire may make application for the scholarships which provide courses in transportation and accounts over a two-year period. Railroad men of the system assist in instruction and college administration. The company pays the tuition, making weekly deduction from the employes' wages. The company made similar offers to employes last year.

Art of Living Course Offered

A course in "the art of living," open to juniors and seniors, has been inaugurated at Connecticut College, New London, Conn., in connection with the Department of Home Economics. The purpose is to enlarge the student's knowledge of present-day conditions and affairs, in order that, as a cultured woman, she may correlate her book knowledge and the skill acquired in college with the world of practical life that must be faced upon completion of her college career.

School Bands Have Festival

A festival and contest of New England school bands and orchestras of public, private and parochial schools was held in Boston on May 22, under the auspices of the New England Festival Association in co-operation with the Boston Civil Music Association. The plans called for a demonstration on Boston Common, a street parade, and a program at the Boston Arena with massed bands and orchestras numbering about 2,000 players. Bands and orchestras entered both the contest and festival from as far off as Waterville, Me., and the attendance far exceeded that of last year when forty bands and orchestras from thirty-eight New England towns and villages joined in one of the most inspiring events ever held in Boston. Special prizes and trophies were donated by Boston individuals and firms in addition to those offered by the National Bureau for the Advancement of Music.

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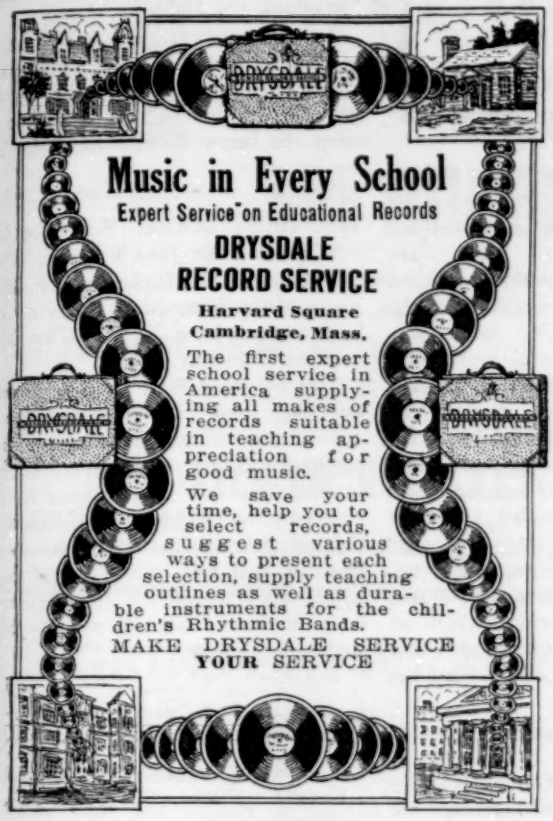
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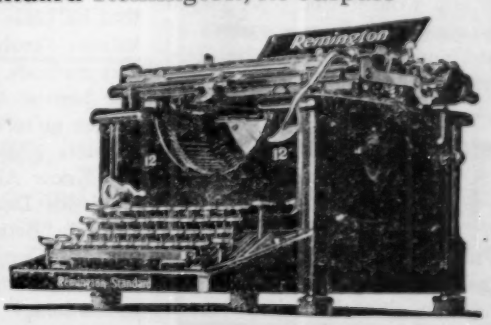

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The BOOK TABLE

UNITED STATES: ITS PAST AND PRESENT. By Henry W. Elson, A.M., Litt.D., formerly professor of History, Ohio University, Athens. Cloth. 590 pages. Profusely Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

American history is a prose poem, more fascinating than any fiction, for the mind of man could not have conceived anything as wonderful as the story of America has been in every phase of its discovery, its settlements, its development, its conquests by sea and land, its industrial and commercial, its civic and religious achievements which have been vastly greater in every century than any early one, and never so miraculous as in the twentieth century.

There is no greater educational problem than the making of a school history that can present the main body of facts accurately and charmingly at the same time, that can magnify the virtues of men like Washington and Jefferson, Patrick Henry and Benjamin Franklin, Eli Whitney and Alexander Bell, Abraham Lincoln and Robert E. Lee, Theodore Roosevelt and Woodrow Wilson with hues and tints that are not overdrawn in some cases, and are not drab and gray in contrast with others.

The few of us still intensely interested in the schools today who were very much alive in the campaigns of Fremont and Dayton, Lincoln and Douglas, who knew Grant and saw Robert E. Lee and knew some of the great generals of both armies can but read school histories with consuming but critical interest.

We never see a genuinely new creation of a United States School History that we do not read it with critical interest, and we turn from Elson's "United States: Its Past and Present" with keen appreciation of his ability to stay close to the truth while he writes history the students will relish as they study it, and think appreciatively of the men and women who have played a conspicuous part from the days of Ferdinand and Isabella to Elihu Root and Miriam Ferguson.

EXPOSITORY WRITING. By William S. Dye, Jr., Ph.D., Pennsylvania State College. Cloth. 372 pages. Richmond, Virginia: Johnson Publishing Company.

It is as true as trite to say that the wonder grows that there is so much really brilliant schoolbook making fruiting from actual work in the schoolroom. Those who say or think that the teachers of today are tethered to the past should examine a book like "Expository Writing" by Dr. William S. Dye, Jr., which was evolved out of successful work with students, who at first had mimeographed sheets to use suggestively, then a thirty-six-page booklet for class use and is now a rich collection of sample writing not selected from other textbooks, but culled from the best of expository writing by recognized masters of criticism, essay, fiction, biography, science, poetry, drama and other phases of writing which all students should understand and evaluate even though they have no literary aspiration.

RESEARCH FOR TEACHERS. By Burdette Ross Buckingham, the Ohio State University. Cloth. 386 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Rarely does a book come to our desk that is so heartily welcomed as is Buckingham's "Research for Teachers." It is the first book we have seen that attempts a scientific research for the benefit of the classroom teacher.

It utterly ignores the fashionable administrative researching. It has many of the characteristics of the highly valuable books on the "Art of Teaching," "Theory and Practice," "School Management" of men like David P. Page, Emerson E. White, and Samuel Hamilton, but it approaches the elementary school from a different angle. Page, White and Hamilton presented their personal views and convictions while Dr. Buckingham makes no direct claim to personal responsibility, but speaks of his conclusions as the result of "research" of many opinions in books and results of practice.

There is also this radical distinction that he deals chiefly with recent innovations "evaluating" the new in subject methods. And he does not confine himself to subject methods, but ranges quite widely as the subjects of chapters would indicate, "Some Things We Know About Teaching," "What Statistics Does the *Modern* Teacher Need?" "Better Testing: Intelligence Tests," "Combining Intelligence and Educational Tests," "New Type Examinations," "Grouping and Classifying Pupils," "Error and Failure," and "Reaching the Individual."

No other single book will bring to a classroom teacher so many new situations in so satisfactory a way and leave her with as clear an idea of what she better do and what she better not do.

THE EASY BOOK. First Lessons in Reading. By Jean Y. Ayer, White Plains, N. Y. Illustrated by Maud and Miska Petersham. Paper covers. 46 pages. New York: The Macmillan Company.

This beautiful little book is literally an "Easy Book" for much practice on a vocabulary of eighty-seven words in common use and of universal interest to little children, words found in any modern primer. The attractive pictures are an irresistible approach to the three or four new words on the page. There are "Notes for the Teacher" which make it "easy" to use the book to best advantage.

THE DECLARATION OF INDEPENDENCE FOR YOUNG AMERICANS. By George William Gerwig. Cloth. George H. Doran Company.

Mr. Gerwig, secretary of the Pittsburgh Board of Education, the writer of several books of exceptional value as well as of high literary merit, senses educational needs early and meets these needs promptly and fully.

The latest demonstration of this gift of foresight is "The Declaration of Independence for Young Americans," who have burning in their hearts the same desire to be a good American that Samuel Adams, Patrick Henry, George Washington, Benjamin Franklin or Thomas Jefferson had.

Of all books written for school boys on patriotism and manliness we have seen none that meets the need of the day with anything like the throbbing purpose that Mr. Gerwig's book has.

It presents the essence of history without the dryness of condensation while every phrase of the most important document ever born in America has the energizing force of the spark plug's electrode, and reaches into the lives of boys and girls today with the searching revelation of the spectroscope. It is a wonderful book for the schools of America just now.

Books Received

"Civics of My Community." By J. Wesley Foote. Books One through Four." Yonkers-on-Hudson, New York: World Book Company.

"Graded Drill Exercises in Corrective English." One through Three. By William Boylan and Albert Taylor. New York: Noble and Noble.

"Poetry for Junior High Schools." Books One and Two. By Elias Lieberman. New York: Charles Scribner's Sons.

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Billy had just started in kindergarten, and he was asked to bring some money to school for the ship Constitution (Old Ironsides). The Elks were having a "drive" for it. When he returned home that evening, we asked him if he gave the money to his teacher, and he said: "Yes; but I haven't got the ship yet."—A. Y. A., Meriden, Conn.

—

Coming Down Like a Lady

A young woman was entertaining callers one evening, when her sister came down the stairway in a noisy manner.

"Frances," said the annoyed elder sister, "you came downstairs so that it could be heard all over the house. Now, go back and come down properly."

Frances retired and in a few minutes re-entered the parlor.

"Did you hear me come downstairs this time, Margie?" she asked anxiously.

"No, dear; this time you came down like a lady."

"Yes'm," explained Frances; "this time I slid down the banister."—F. L. D., Minneapolis, Minn.

The Draft Clerk

"Jinks is circulation manager of a magazine now."

"Why, he was only an office boy a year ago!"

"Yes, but now he has charge of all the windows, doors and electric fans."

—

Near Anatole, France

"Esther is terribly dumb. She thinks Mussolini is a town in Italy."

"You don't say. And where is it?"

—

A Tradition

Once upon a time there was a man who knew all the words of "The Star Spangled Banner."

He was Francis Scott Key.—Life.

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I have just returned from a visit to the meeting in England of the National Union of Teachers.

While I was there, Mr. Tom Bevan, a master, became interested in the Arlo Plan. He asked for a book or two for a more careful reading. A day later he asked me if I would call on Sampson, Low, Marston, Ltd., in London, where he acted as editor of the Education Department. Mr. Rymer, the managing director, seemed to like the books, and the plan, as much as did Mr. Bevan.

The result was a contract, under which Sampson, Low, Marston, one of the strongest houses in England, will publish the whole **ARLO** series as the leader in their educational group.

The type and composition will be copied to the smallest detail, as they were kind enough to say that there is nothing in England that compares with this work in the **ARLO** series.

I hardly expected to rouse much interest with any American book in English educational circles, as this is a rare occurrence, so you must excuse me if I tell you about it.

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Meetings To Be Held

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

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SPECIAL EXAMINATIONS FOR CERTIFICATE OF QUALIFICATION XXX. DAY AND EVENING INDUSTRIAL SCHOOLS.
AND
FOR ADMISSION TO THE ONE-YEAR AND TWO-YEAR COURSES IN THE TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS.

On **Saturday, June 19, 1926,** the Board of Examiners will conduct examinations in the Parkman School, Broadway, between B and C streets, South Boston, as follows:—

1. **For Certificate XXX. Day and Evening Industrial Schools**—in Masonry, Painting, Pipe Fitting, Plumbing and Sheet Metal. On the day of this examination, arrangements may be made for fully qualified candidates to take examinations for Certificate XXXI-A. and XXXI-B. at a later date. Only those candidates who have satisfactorily completed the training course approved by the Board of Superintendents and acceptable to the State Board of Education will be admitted to the examinations. All candidates for Certificate XXX, must prove their qualifications before they will be admitted to the examination. Candidates are requested to communicate with the office of the Board of Examiners at once, or to call at the office during the week of June 14th.

2. **For Admission to the One-Year and Two-Year Courses in the Training School for Teachers of Mechanic Arts.** Candidates for admission to these examinations are asked to call at the office of the Board of Examiners for further particulars.

All examinations will begin promptly at 9 o'clock A. M., on the date and at the place indicated above.

JOEL HATHEWAY,
Chief Examiner,
15 Beacon street, Boston.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

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